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ABSTRACT

The present upper secondary school system in Japan accommodates 94 percent of the corresponding age group population. This discussion of the new upper secondary schools of Japan begins with a brief survey of the history of the Japanese public education system from its inauguration in 1872 up to 1945. The next section describes the inauguration and development of the new postwar system of comprehensive upper secondary schools, citing changes in the curriculum after 1973 and the diversification of the school curriculum starting in 1982. The paper concludes with a description of two characteristic upper secondary schools: Ina Gakuen Prefectural Upper Secondary School in Saitama Prefecture and Tamano Kanon Prefectural Upper Secondary School in Okayama Prefecture. (TE)

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NEW UPPER SECONDARY SCHOOL EDUCATION
IN JAPAN

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IN JAPAN

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NOTE

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INTRODUCTION

The present upper secondary school in Japan accommodates 94% of the corresponding age group population. It came into existence as an American type school open to all, as suggested by the United States Education Mission, which visited Japan immediately after the end of the War. This school, usually referred to as new system upper secondary school, formed an integral part of the so-called 6-3-3-4 single track education system, preceded by 6 year elementary school and 3 year lower secondary school, both being compulsory, and followed by 4 year university.

This discussion of the new upper secondary school of Japan will briefly mention the history and consider the present state and challenges of the postwar upper secondary school.

Modern school education in Japan goes back over 80 years before the postwar reform of education system. In those days, high school education was influenced by the European precedents and developed as an educational institution for elites. Because of this background, conflict between European type proponents and American type supporters has been constantly repeated, even up to now, with regard to the fundamental concept of what the postwar upper secondary school in Japan should be like.

I. PREWAR SECONDARY SCHOOL

The modern public education system in Japan was inaugurated by the Government Order of Education in 1872. In the early years of the 20th century, there were three types of secondary school, following six year elementary school. They were: the five year middle school aimed at providing boys with essential higher general education (under the Revised Middle School Ordinance); the four year girls' high school aimed at providing girls with essential higher general education (under the Girls' High School Ordinance); and the three year vocational school directed at providing essential education to those to engage in such business as industry, agriculture and commerce (under the Vocational School Ordinance).

Until around 1920, there existed only seven higher schools where middle school graduates could proceed for further study. They may be characterized as a preparatory step to university where only a limited number of elite students were admitted after passing examination.

The enrolment ratio in these three types of secondary education institution as a whole was about 25% in 1940. It may be said that the prewar secondary education institutions in Japan were of the European type, providing secondary education just for the more able and privileged students.

II. INAUGURATION OF NEW SYSTEM UPPER SECONDARY SCHOOL

The visiting U.S. Education Mission in March 1946 recommended, in its report, a high school system that would offer various learning opportunities to all the junior high school graduates who wanted to proceed to higher level school. The suggestion was modelled on the so-called comprehensive high school which had evolved in the United States. The recommendation was adopted and the new upper secondary school came into existence in 1948. The three prewar types of secondary education institutions; middle school, girls' high school and vocational school were integrated to form part of the single track secondary education system which followed the three year compulsory lower secondary school.

In the early years of the new system, the so-called "three principles of upper secondary school" were often mentioned as its characteristics. They were comprehensiveness, co-education and the school district system. Among them, the concept of comprehensiveness was explained in a brochure entitled "Handbook for Establishment of New System Upper Secondary School" made public in 1947 by the Ministry of Education, Science and Culture. It goes as follows:

In big cities where a large number of upper secondary schools are congregated, more specialized schools, focussing on general education, industry or commerce are allowed along with the comprehensive schools. It would not matter that the courses offered in big cities differ from school to school, because the students have considerable freedom of choice as to which school or which course they can take. In rural areas, however, where a relatively small number of schools are established, the situation is largely different. The students may have different wishes with regard to the courses or subjects to take, but the number of schools is limited. In order to meet the diversified wishes of the students, it is necessary for each school to have various courses or subjects available. In other words, a comprehensive type of school is desirable in the rural areas.

When the comprehensive upper secondary schools actually came into existence later, they were not the embodiment of the above-mentioned concept of comprehensiveness, but merely schools offering a general course and a vocational course in parallel. The traditional concept of the prewar secondary school did not entirely disappear.

One goal of the new system upper secondary school, to provide secondary school education to all, had been nearly achieved as far as quantity is concerned. As given in Table 1 that the enrolment ratio increased sharply, around 20% for each of the decades from 1955 to 1965 and from 1965 to 1975. At present, the ratio has reached 94%.

Table 1: Percentage in the Age Groups of Students in Kindergartens, Upper Secondary Schools and Universities in Japan (1955-1980)

	Y E A R					
	1955	1960	1965	1970	1975	1980
Percentage of Children enroled in kindergartens	20.1	28.7	41.3	53.7	63.5	64.4
Percentage of children advancing to upper secondary schools	51.5	57.7	70.7	82.1	91.9	94.2
Enrolment of students advancing to universities and junior colleges	10.1	10.3	17.0	23.6	37.8	37.4

Co-education at the secondary education level has been accepted without much trouble. With regard to the school district system, the medium or large school district system has been widely accepted. Students can choose their school out of a number of schools within the same school district.

III. DEVELOPMENT OF NEW SYSTEM UPPER SECONDARY SCHOOL

Changes in the proportion of credits of required subjects and credits of elective subjects indicate qualitative development made during the period of the quantitative changes mentioned above.

(1) In the Tentative Course of Study for Upper Secondary School, prepared in 1951 by integrating a number of curriculum proposals that had gradually accumulated since the end of the War, the number of credits of required subjects was set at 38 out of the total 85 credits prescribed necessary for graduation.

(2) In the 1960 Course of Study, while the total number of credits necessary for graduation remained 85, the number of credits in required subjects was increased to 68 as the maximum.

(3) In the Course of Study revised in 1970, the number of credits in required subjects was decreased to 47 out of the same total number of 85.

(4) In the current Course of Study revised in 1978, the total number of credits necessary for graduation was a little

decreased to 80, out of which 32 credits are to be taken in required subjects.

These changes give an interesting hint as to the directions the upper secondary schools were expected to follow in each decade. In the first decade, genuine effort was made to achieve the ideal of secondary education for all under the strong influence of American education in the postwar years. By keeping the number of credits in required subjects as small as possible, the total framework was so designed as to give more room for various elective subjects according to the diversified learning needs of students.

Meanwhile, however, there emerged a number of factors demanding changes in curriculum that were affected in the second decade. Among them were the postwar social and economic chaos; inexperience in the elective system by upper secondary school teachers, of whom the large part were trained in prewar year as middle school teachers; and the growing demand for highly qualified manpower to support the rapidly advancing economic growth. Coincidentally, the conclusion of the Peace Treaty gave rise to the expectation among the nation for a drastic review of the postwar education systems. In the second period mentioned above, therefore, upper secondary school curriculum made a hundred eighty degree turning towards such an extreme uniformity that there was hardly any room left in the framework of credits to be allotted for elective subjects. During this period the enrolment ratio in upper secondary school increased from 60% to 70%.

It is natural to suppose that the need for diversified elective subjects would have become even greater during the second decade than in the years immediately after the War. To the contrary, however, the curriculum during this period was in fact directed towards an extreme uniformity, providing one outstanding feature of the curriculum development in Japan.

The third period during the 1970's coincided with the remarkable economic growth, ever higher level of living standard of the nation and increased importance of Japan in the international community. The enrolment ratio increased further from 80% towards 90% and the demand for diversification of upper secondary education became even more pressing. Consequently, as far as the Course of Study was concerned, the number of credits for required subjects was squeezed to as small as 47. At the actual school level, however, the uniformized system in the previous period continued virtually unchanged.

During the fourth period after 1978, the previous two periods were critically examined, particularly the unsuccessful efforts at diversification during the third period. With an inflexible determination to carry out a drastic change, which was ardently referred to as Copernican changes, thorough going diversification and greater flexibility were attempted during this period.

IV. APPEARANCE OF NEW COURSE OF STUDY

Towards the end of 1973, the Minister of Education, Science and Culture officially asked the Curriculum Council to submit to him recommendations about new curriculum standards. That was the time when the previous Course of Study was about to settle down at each level of school. At upper secondary school, the actual transition to the new Course of Study had just started on a year-to-year basis when the Curriculum Council was asked to consider new curriculum standards. The reason was the widespread concerns about certain situations in schools, for example, that students might be suffering from the excessive burden of cramming and uniform education consequent upon ever increasing competition of entrance examinations and that students might be forcibly taught too much of difficult subject matters.

Therefore, the Council was given the following main points for special consideration: (1) what the content of education should be to cope with the expansion of upper secondary education, (2) what measures should be taken in order to maintain balance and unity among the elementary, lower secondary and upper secondary levels of education in relation to what is mentioned above, (3) what should possibly be done to alleviate the burden of learning on the part of pupils and students and yet to strengthen the teaching of fundamental matters. The switching over to the New Course of Study, which was known by the catchphrase of "not crowded but substantial", was to be carried out gradually level after level in the order of elementary, lower secondary and upper secondary school levels. Therefore, the actual transition at upper secondary school was to take place in 1982.

The new Course of Study for Upper Secondary School had the following four points as the basic guidelines for revision:

(1) The first point is "to respect the autonomy of individual schools so that they may develop their own characteristics." This point was reflected in the outline presentation of the objectives and content of each subject-area and each subject, as well as in greater flexibility in practical application of the standards given in the Course of Study. In Japan, the Ministry of Education, Science and Culture used to set rigid standards as to the content of education to be taught, while teachers had to teach exactly what was required, with textbooks as the exclusive source. The united efforts were made to have all pupils and students attain a level of academic achievement higher than the generally prescribed one. These continued efforts have contributed to bringing the average level of academic achievements of Japanese students to top ranking in the world. More than that, such education played an uncountable part in realizing substantial equal opportunity of education for all, by guaranteeing the provision of the education of practically the same content to all pupils and students. It is deemed necessary, however, that such an important significance of the national standardization of educational content should be examined from

considerably different angles between the compulsory education level and the upper secondary level. Whereas the former level is to prepare a common ground of competition for pupils to develop the learning capability of their own in the future, it seems more important for the latter level to provide such education as will prove meaningful and useful in the future life of individual students, by meeting the diversity of their abilities, aptitudes and taking into account local differences.

(2) The second point is "to conduct education in accordance with the individualities and abilities of students." The number of credits in required subjects was reduced so as to enable students to complete these subjects during the first year and to spend the remaining time on the study of diverse elective subjects according to their individualities and abilities. The previous pattern had been to provide uniform education in content according to the logic of the compulsory education, on the one hand, and to teach highly difficult matters forcibly according to the logic of higher education, on the other hand. Both of these notions came from educators. In the upper secondary schools which now accommodate 94% of the corresponding age group population from various strata of the society, such education may be said to be inconsiderate of the learning side. The upper secondary school curriculum is still essentially a continuation of the prewar middle school curriculum despite many revisions made in the postwar years. The enrolment ratio at the prewar middle school in 1935 was only 18.5%. Therefore, the existing curriculum still retains a tinge of helping a limited number of top students to proceed to the institutions of higher education. It was in the decade of 1955 to 1965 that the image of new system upper secondary school came to be widely accepted as noting particularly new. At that time, the enrolment ratio in upper secondary school was only 60% or so as yet. Now that upper secondary school has come to receive more than 90% of the age group population in an incredibly short span of time, it should no longer be treated the same as before. With this Copernican change in ways of thinking, it is urgently necessary to develop plans for implementing an education that is desired by and useful for each student. Such plan should include concrete ways of education to meet the diversified conditions and performances of students, as well as educational guidance in classes organized on the basis of academic achievements of individual students.

(3) The third point is "to make school life free from cramming and yet substantial enough." This point was a catchphrase of the present work of curriculum revision, as it had been so for the elementary school and lower secondary school. It was reflected in the reduction of the total number of credits made necessary for graduation and in the increased flexibility in the organization of teaching hours. If the school life of students, which occupies most of their living time, should be enjoyable, free from cramming and yet substantial and meaningful, it is necessary for each school to prepare such an educational programme that is attractive as a whole and will arouse interest

and the will to study among students. At the threshold of practical life, it is natural that students should suffer troubles of life, doubts about the society and uncertainty concerning sex, etc. All of these problems constitute educational challenges in the broad sense of the word. Therefore, a most important task of each school is to provide a desirable place of learning to meet various educational challenges, through the teaching of various subjects, special activities, student guidance programmes and other invisible arrangements for helping students as well. With regard to the teaching of subjects, which is the main part of the educational programme as a whole, as much effort as possible should be exerted to have the teaching interesting and attractive, with the elaborate prior study and planning of teaching on the part of teachers, which used to be often neglected in the previous education in Japan.

(4) The fourth point is "to pay more attention to moral and physical education, as well as to have students realize the pleasure of work through experience". This point is meant to develop rich humanity in students with desirable harmony among intellectual, moral and physical capabilities. More weight should be given to experiential learning through work. To realize the pleasure of working and creating should be of particular importance for the youth of this period. Through the experience of real work in the society, they could acquire a stout mind and social-mindedness which will be needed for the next generation to support the society. In order to break down the closeness of upper secondary school and to produce constructive personalities, it is highly expected that full use should be made of the educational functions of the society, without losing sight of the autonomy of school.

V. DIVERSIFICATION OF SCHOOL CURRICULUM

In 1982, upper secondary schools moved on to the preparation of school curriculum of their own in accordance with the new Course of Study. In order to know in advance to what extent diversity and flexibility would be given in the curriculum and teaching method which each school should work out, the Ministry of Education, Science and Culture conducted in February 1982 a nation-wide survey on the state of the planned implementation of new curriculum by public upper secondary schools, with the cooperation of the 47 prefectural boards of education throughout the country.

The results indicated that, in the general course of the public upper secondary schools, about one-fourth offered more than 25 credits obtainable in elective subjects, out of some 90 credits which schools prepared and offered to be earned over a period of three years. (80 credits are the minimum number of credits for graduation.) In the second survey conducted one year later, the ratio of such schools increased to 42%, showing that the move towards the diversification of curriculum was steadily

advancing. In Hyogo prefecture, for example, a similar survey was carried out before the introduction of the new Course of Study. At that time it was known that those schools which offered more than 10 credits in elective subjects over the three-year period of upper secondary school was less than 20% of some 90 upper secondary schools of general course throughout the prefecture. On account of the proper guidance by the prefectural board of education and the positive efforts by the schools along the line of the policy of the new Course of Study, however, in 1982 the number of upper secondary schools of general course which were offering more than 25 credits in elective subjects became more than 80% of the total number of upper secondary schools of general course within the prefecture. This is a very conspicuous example.

In Hyogo Prefecture, study continued on how the school curriculum would be diversified in accordance with the new Course of Study within the framework of the present size and organization of school. As mentioned earlier, some 80% of upper secondary schools in this prefecture offer more than 25 credits for elective subjects, and the prefectural board of education is proud of this figure, which far exceeds the nation-wide average. In this prefecture, in addition, two surveys were carried out successively in July and October in 1982 with regard to the students' wishes in elective subjects, covering all the students enrolled in the prefectural upper secondary schools. The first survey in July was to check what subjects they would want to take as elective for the second and third years of school, within the framework of the curriculum already approved by the prefectural board of education. In the second survey in October, 93 subjects in total, including various vocational subjects deemed attractive and interesting to students in addition to those in the current curriculum, were presented for students to work out individual study plan by freely selecting subjects they like out of the total 93 subject.

Among the findings of these two surveys, the first point to note was a broad dispersion of the desired elective subjects among the students in the general course. This point was made more clearly by the second survey. It was because a large number of general course students (about 10,000 out of some 29,000), who occupied the largest proportion of some 38,000 upper secondary school students in total, desired to select vocational subjects. Among the subjects widely desired beyond the framework of the existing curriculum were art, industry, commerce, home-making and hygiene and nursing. The trend was conspicuous in selection of vocational subjects. Also language subjects including German, French, Spanish, Chinese and Korean proved very popular and attracted the largest number of potential applicants. Social Studies came second in popularity to foreign languages.

The second point made clear was the fact that, although the subjects related to the entrance examination to higher education institutions were naturally selected by many students in the or-

der of Mathematics, the Japanese language, Science, English and Social Studies, other subjects than these five were in most cases selected according to the interest and inclination of individual students. These findings evidently suggest that an overall review should be made of the conventional curriculum which gives too much biased weight on the five subjects mentioned above, and furthermore that it is necessary to push forward a study on the possible expansion of vocational subjects in the framework of the general course, which is strongly recommended by the new Course of Study.

One of the many surveys about the new school curriculum conducted by the Ministry of Education, Science and Culture concerned the class organization in schools according to students' academic achievement. In the Section of General Provision of the new Course of Study, which was made public in 1978, the following statement was included for the first time:

In the teaching of subject-areas/subjects, such arrangements as a flexible organization of classes should be made in accordance with the degree of mastery of subjects on the part of students.

The survey was a follow-up of this suggestion. In Japan, a uniform approach had long prevailed with emphasis on academic subjects. No attempt had ever been made to organize classes according to achievement level of students, even at the upper secondary school, until the 1978 suggestion in the new Course of Study.

The Ministry of Education, Science and Culture was very cautious in introducing this new policy. The suggestion was criticized by the teachers' union and other organizations on the grounds that it would bring education for elites into the public education system and would aggravate the sense of discrimination among students. So the Ministry of Education, Science and Culture prepared careful guidelines for the implementation of the suggestion. Class organization based on achievement should not be a rigidly fixed system applied to all subjects, but classes might be organized for teaching such subjects as Mathematics and English where there are greater differences in the degree of mastery among students. Furthermore, efforts should be made to obtain the full understanding of the significance of such classes among students, parents and teachers, before the actual organization of such classes. The wishes of individual students also should be taken into account. Wherever possible, such classes should not be kept unchanged throughout the year, but should be reorganized in accordance with the changes in the degrees of academic achievement, so that students might be encouraged to study more.

Class organization by level of achievement was accepted with comparatively less difficulty by public upper secondary schools throughout the country, partly because diversification of stu-

dents had already occurred by that time. The proportion of upper secondary schools which adopted this system of class organization increased from 15% in 1977 to 25% in 1978, to 30% in 1979, 32% in 1980 and 36% in 1981. In 1982, when the new Course of Study was applied to all the schools, 42% of the public upper secondary schools had adopted this method of teaching.

VI. APPEARANCE OF CHARACTERISTIC UPPER SECONDARY SCHOOLS

For the purpose of diversifying the educational programme of upper secondary school to meet the needs of students of various strata, the most essential effort should be directed towards completely extricating conventional uniformity and regimentation from among the present schools and teachers. As may be understood from the history, flexible organization of the curriculum, or class organization by level of achievement did take a long time before they were widely accepted. It is not easy to change in one day the way of thinking and the manner of running among the educational people. It takes time to reform the quality of education.

It was considered, therefore, that a unique approach inconceivable from the traditional common sense would be necessary to renovate the way of thinking among educational people. Hence, a movement emerged to create a characteristic or model upper secondary school in some prefectures around big cities. From 1975 on, such a movement gradually took a concrete form in Chiba, Saitama and Kanagawa Prefectures around the City of Tokyo, and in Hyogo, Kyoto and Okayama Prefectures near the City of Osaka. The Ministry of Education, Science and Culture gave maximum support to this movement, as a means of promoting renovation in the way of thinking among educational people, through the diversification of upper secondary schools with new objectives, schemes, ways and means.

1. Ina Gakuen Prefectural Upper Secondary School - The Model Upper Secondary School in Saitama Prefecture

Since its inauguration in 1984, this school has become very famous as a comprehensive upper secondary school with elective system. The school is as large as three ordinary-sized upper secondary schools combined, providing opportunities for a wide range of choice in elective subjects. The scheme of a combined-type upper secondary school with broad elective system was made public by the Council of Prefectural Super-intendents of Education in 1979 and then by the National Association of Principals of Upper Secondary Schools of General Course in 1980, and Saitama Prefecture was the first to put the idea into practice.

Since the time when the enrolment ratio in upper secondary schools began to pass 90% sometime around 1975, it became important to work out plans for accommodating the increasing number of students at upper secondary schools. Each prefecture adjacent

to a megalopolis decided to increase upper secondary schools by 50 to 100 during a period of ten years or so. In these areas near big cities, however, the so-called sprawling phenomenon was already in such a state that there were very few vacant spaces left and, therefore, the price of land is usually prohibitively high. Under these circumstances, the idea of building a large scale school at one place emerged.

In 1978, Chiba Prefecture opened three upper secondary schools at the same time in the one place in Makuhari Area, which is a new land reclaimed from the sea coast. These three schools were constructed in such a way that they converged at their backsides. Although credits in some art subjects are convertible among the three schools, each school has its own facilities and is run independently in principle. At the stage of planning, various possibilities were explored for joint operation, but what was finally agreed to was the present form of three separate schools.

Public upper secondary schools in Japan are mostly constructed by the prefectural authorities, which receive from the national government the Local Allocation Tax Grant for construction, given according to the size of building and the number of educational personnel. The regulations governing this Grant stipulate that the optimum size for the efficient operation of upper secondary school should be something around 24 classes with 1,080 students. In the case of a super-large scale school which exceeds this standard, under the Grant system, the number of teaching personnel to be supported should diminish regressively. The three upper secondary schools of Makuhari North, East and West were built in such a manner as to draw the maximum benefit from the current Local Allocation Tax Grant system.

Ina Gakuen Prefectural Upper Secondary School in Saitama Prefecture is considered to be the first characteristic upper secondary school in Japan. In spite of the Local Allocation Tax Grant system, it was conceived from the beginning that this school be constructed to combine three upper secondary schools in one place and to be run as a single school. In the southern district of Saitama Prefecture adjacent to Tokyo, construction of additional upper secondary schools was considered as a matter of urgent need. It so happened that, as part of the Regulative Environment Improvement Programme of the Prefecture, a new city of 100,000 population was planned for the Ina Area, where the Tohoku and Joetsu New Super Express Lines fork out. The new upper secondary school was to be a distinct feature of this new city. The disadvantage of the application of the Local Allocation Tax Grant system was counterbalanced by the special fund of the prefecture.

The uniqueness of this new upper secondary school may be summarized into the following five points:

- (1) The new school is extraordinarily large. When it is

fully completed, it will comprise 72 classes and accommodate 3,240 students. Its size corresponds to three ordinary upper secondary schools combined. Unlike other schools, it offers some 150 different subjects so that the students may enjoy a large latitude of subject selection.

(2) For the purpose of eliminating the defect of less intimate human relationship among students and between teachers and students as well, which was considered to be a possible bad consequence of an extremely large sized school, it was decided to set up 6 student guidance units, each unit called "House" consisting of 540 students and placed under the charge of one of 6 vice-principals.

(3) Though it is an upper secondary school with a general course, it offers the eight areas of study in the humanities, science and mathematics, languages, art, technology, physical education, home-making and commerce. It is making full use of computers for the administration of diversified curriculum and individual student performance.

(4) The above-mentioned characteristics are reflected in the design of the school building. There are home-rooms on the first floor to be used for the "House" activities, classrooms and broad hallway and corridor connecting with other buildings on the second floor, and study rooms for each of the eight areas of study and self-study rooms with computers on the third floor.

(5) Such facilities as playground, gymnasium, library and school canteen are designed to be efficiently used by all. Furthermore, a school extension building was specially constructed with separate entrances, so that the school might offer courses for the benefit of other people in the community.

The Ministry of Education, Science and Culture actively supported such new scheme upper secondary schools, expecting that they might contribute to breaking down the stereotyped concept of upper secondary school and diversifying the programme. In 1982 when the new Course of Study was actually applied, the Ministry of Education asked this new school to make a full report about its operations as a model school on the occasion of the Ministry-sponsored In-service Training Course for the Improvement of Curriculum Operation at Upper Secondary Schools. A wide range of educational leaders and administrators participated, including upper secondary school principals and vice-principals, leading teachers and teacher consultants and others from the prefectural boards of education. The presentation of this model case had a strong impact on the leaders of upper secondary schools throughout Japan.

2. Tamano Konan Prefectural Upper Secondary School - The Model Upper Secondary School in Okayama Prefecture

Stimulated by the example of Ina Gakuen Prefectural Upper Secondary School in Saitama Prefecture, Okayama Prefecture, after long and careful planning, created Tamano Konan Prefectural Upper Secondary School in 1984. Among its characteristics are:

(1) To provide physical education, sports education, education for international understanding and information related education.

(2) To lower the barriers between courses and among subjects as much as possible by making it possible for students from one course to pursue subjects in other courses. Indeed, the study of "Information Processing I" is required commonly in both general course and vocational course in this school.

(3) To enable the students to change their courses, if they so wish, at the time of proceeding from the first year to the second, so that they may select better suited courses for their future life.

(4) To increase the number of elective subjects and to provide as many courses as possible in which students may select and pursue necessary subjects according to their future courses.

(5) To build and administer information on educational facilities with computers and other equipment, multi-purpose classrooms for optional study and individual student guidance, and a common hall where students may associate with each other and develop a growing friendship and intimacy. The new scheme of this school was fully reported at the above-mentioned In-service Training Course organized in 1984.

Besides this school, Okayama Prefecture is pushing forward the preparations for inaugurating in 1987 an upper secondary school with a boarding system which is particularly aimed at giving a thorough technological and technical education.